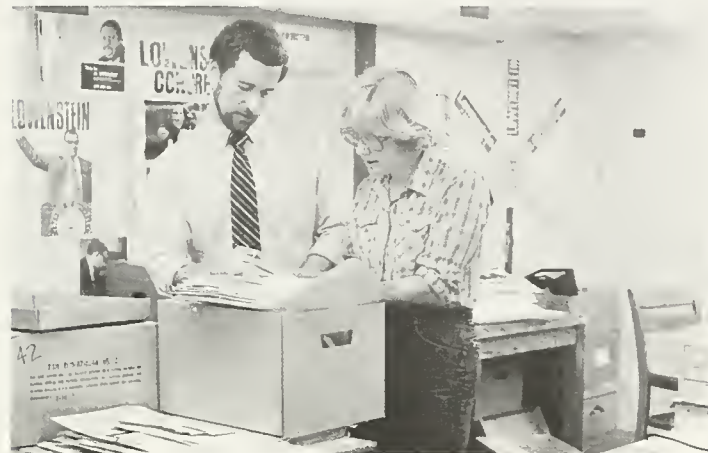


tions from other countries, and supplementary materials in highly specialized fields.

The university library's services are greatly enhanced by the presence of distinctive collections such as rare books, archives, and manuscripts. These collections have regional, national, and international significance. Among the notable examples of such collections are Duke University's Confederate imprints and manuscripts and its British Commonwealth materials; UNC at Chapel Hill's Southern Historical and North Carolina collections; and North Carolina State University's entomology collection. Research libraries have a special responsibility to ensure the safety and care of such materials so that they will be available for use in the future.



Linda Griggs and Mitchell Ducey examine Allard K. Lowenstein Papers in the Southern Historical Collection, The University of North Carolina at Chapel Hill. *Photo by Julia Shaw*

## Objective II

### ORGANIZING AND SHARING THE COLLECTIONS

*To organize the library materials acquired so that they may be identified and use effectively.*

Students, faculty, and researchers cannot make maximum use of the library's resources unless they are properly indexed. The libraries of the major universities constitute the largest body of valuable research materials in the state. Therefore, complete cataloging and indexing of these collections are crucial in making them useful to all North Carolinians. The North Carolina Union Catalog enables citizens to locate and borrow from these significant collections. Through the use of computer terminals connected to regional and national networks the universities make known their own unique books and identify books in other libraries for faculty and student research.

## Objective III

### ASSISTING THE USER

*To assist users in identifying, locating, and utilizing information resources.*

In a technologically oriented society, the ability to find and use information is an essential skill. Thus, college and university libraries have an obligation to teach information skills at a sophisticated level so that their graduates can continue learning throughout their lives.

Both students and faculty require the guidance of skilled professionals in coping with numerous and complex sources of information. Working closely with individual students, librarians help them to identify and evaluate sources of information, to gain experience in using these resources, and to develop an understanding of research. Working with the faculty, librarians teach library skills to specific classes and consult with instructions on library-related class assignments. Librarians also help faculty and graduate students identify and locate materials needed for their theses and research projects.

With the increasing availability of computerized information sources, librarians have assumed a responsibility to instruct the campus community in making effective use of these new resources.

## Objective IV

### COOPERATING WITH OTHER LIBRARIES

*To cooperate with other libraries in the advancement of scholarship and the utilization of library resources.*

The sharing of library resources among all types of libraries has a long history in North Carolina, as exemplified in the development of the North Carolina Union Catalog, cooperative agreements in collection development at Duke and UNC Chapel Hill, and daily delivery service among the libraries in the Research Triangle area.

With both the specialization of knowledge and the interdependence of many disciplines (e.g., biochemistry and bioengineering), the researcher cannot rely solely upon one library, however strong that library may be. Librarians in North Carolina have developed several measures to encourage the widest possible use of their materials for the benefit of researchers. Among these are activities that 1) improve access to library materials through shared cataloging and the formation of union catalogs; 2) improve physical access to library materials through interlibrary lending agreements, reciprocal borrowing agreements that permit users from one institution to borrow books directly from another institution, and photocopying services; and 3) promote cooperative selection of books to avoid unnecessary duplication and to expand coverage of certain topics.

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Further sources pertaining to mission statements for colleges and universities:

Association of College and Research Libraries. *Standards for College Libraries*, adopted by the Association July 3, 1975.

Association of College and Research Libraries and the Association of Research Libraries. *Standards for University Libraries*, adopted by the Association of Research Libraries, October 26, 1978, and by the Association of College and Research Libraries, January, 1979.

Southern Association of Colleges and Schools, Commission on Colleges. *Criteria for Accreditation*. (To be presented to the College Delegate Assembly, December, 1983, New Orleans, Louisiana, for final approval.)